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A FOLLOW-UP STUDY OF SPECIAL CLASS BOYS
WHO ATTENDED THE LEDGE STREET SCHOOL
AT WORCESTER, MASS. DURING THE YEARS
1932 - 1942

Submitted by

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the degree of Master of Education

1944

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The writer
wishes to express
her grateful appreciation
to Dr. Helen Blair Sullivan
whose inspiration and
helpful guidance
made this thesis
possible.



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CHAPTER ONE

THE PURPOSE AND SCOPE OF THE STUDY

This study is planned to discover what vocational and social adjustments have been made by the mentally retarded boys who attended the special classes in the Ledge Street School in Worcester, Massachusetts, during the period from January, 1932 through June, 1942. In the light of the data of the study we hope to determine the extent to which we are meeting the needs of such children.

The question as to the success of mentally retarded children in community life has received much attention from the sociologist as well as from the educator. Dr. Elise B. Martens, (24)¹, states that "from two to five percent of the juvenile population can be considered mentally retarded". The problem, therefore, is one which prompts thorough investigation.

These subnormal people have less ability to learn from experience, to form judgments or to foresee the consequences of their acts than normal children have. They vary from each other in aptitudes and deficiencies as well as in capacity. Much scientific attention has been given

¹ Elise B. Martens, A Guide to Curriculum Adjustment for Mentally Retarded Children, p. 7.

to the problem of providing adequate educational opportunities for them; large sums of money have been expended for their care and laws have been passed for their welfare. How, then, do they adjust to life when their formal education is completed?

In 1919 the Massachusetts Legislature enacted a law which requires cities and towns having ten or more children who are three years retarded in mental development to organize and maintain classes for their special instruction. Amended in 1922 and in 1931, this law is now known as Chapter 71, Section 46 of the General Laws. Provision for testing these children rests with the Traveling School Clinics from the three State Schools for the Feeble-minded and from some of the State Hospitals.

Each community must face the problem of properly training its mentally retarded so that they may become self-respecting wage earners and law-abiding citizens who will contribute what they can to society. The extent to which this aim is being achieved will best be measured by carefully planned follow-up studies in the various communities. By such studies the educational methods used will be evaluated and needed improvements will be indicated.

Worcester has a total of twenty-three special classes for younger children. They are located in the

various elementary school buildings throughout the city and provide for the needs of these pupils when such placement is recommended by the Traveling Clinic which serves the city. At adolescence most of these boys and girls are sent to Ledge Street School.

Situated near the heart of the city, Ledge Street School accomodates 150 boys and 50 girls whose chronological ages are from 13 to 16 years and whose I.Q.'s range from 50 to 80. They come from all sections of this industrial city and are descendants of many different nationalities. For the girls the work in the two academic rooms is integrated for the most part with the work in the Home Economics Department where there are three well organized and well equipped classes, one for Foods, one for Clothing and one for Home-Making. For the boys there are three shop classes and six academic rooms which permit homogeneous grouping and an arrangement for a series of promotions. Boys who are successful in academic work above grade five level are allowed to enter one of the special classes in the Junior High Schools where they work with the normal groups in any subject in which they are able to compete successfully. To provide for special aptitudes in Art or Music special instructors come to the building at regular intervals.

By far the larger number of boys remain at Ledge Street until they reach the compulsory age level of

sixteen years. In recognition of the fact that "their success in vocational life depends to a large extent on health, personality traits, skills, good working habits and attitudes",¹ these important assets are stressed in each of the class rooms. The outstanding objectives of the work at this school are to develop in each pupil the following helps toward his success:

- a. habits of healthful and hygienic living;
- b. habits of personal cleanliness and good posture;
- c. habits of meeting demands of daily routinized behavior, (such as punctuality, prompt and courteous response, care for equipment);
- d. skill in the tool subjects to the fullest extent of his ability so that they may be of practical use to him;
- e. skill in repairing and making home improvements;
- f. appreciation of the feeling of self-respect gained through achievement and progress;
- g. appreciation of the importance of continued effort and the completion of an assigned task;
- h. appreciation of the interdependence of all peoples;
- i. appreciation of the importance of becoming a considerate and cooperative fellow-worker.

¹ Christine P. Ingram, Education of the Slow-Learning Child, p. 7

If these objectives are of practical value, if we have helped to insure the self-confidence and happiness of these boys, if we have taught them to use all of their capabilities, it should tend to make for good adjustment on their part. To properly evaluate the work it will be necessary to trace these young men and find the answers to the following pertinent questions:

What percentage of the group has become self-supporting and what percentage has failed?

What are the number and kinds of their delinquencies?

In what kinds of jobs are the successful employed?

What percentage of them has received further training than special class?

What is their marital status?

What is the percentage of the group who are engaged in the armed services?

What proportion of them has been declared unfit to serve in the armed forces?

CHAPTER TWO

REVIEW OF THE LITERATURE

Follow-up Studies of Mentally Retarded Persons Who Had Been In Institutions.

Among the earliest studies of the mentally retarded on parole from institutions is one in 1919 by Dr. Walter E. Fernald, (31), who was a pioneer in the work with the feeble-minded. From 1890 to 1914 six hundred forty-six individuals had been discharged from Waverley. The study showed that of the 470 males located, 41 percent were at least partially self-supporting while 25 percent were wholly incompetent; of the 149 females 27 percent were earning wages and 42 percent were complete failures. Dr. Fernald cautions the reader that the findings require careful interpretation as only the most promising cases were discharged from the institution.

Another study of people from Waverley was made in 1921 by Mabel A. Mathews, (35), who traced one hundred boys paroled from the state institution there. She found 81 percent had succeeded while only five percent were rated complete failures.

Parolees from New York State Institutions have also been investigated. In 1929 Harry C. Storrs, (25), reported

on six hundred sixteen persons discharged from Letchworth Village previous to 1927. His findings showed that 72 percent were successful and 4 percent failures.

Between 1904 and 1924 three thousand ninety-one patients had been discharged from Rome State School. In an address to the American Association for the Study of the Feebleminded, Roy W. Foley, (20), stated that his findings showed that of this group 636 were located and 79 percent of the men and 62 percent of the women were at least partially self-supporting. Twelve percent of the men had been re-committed to some institution.

Edgar Doll, (19), in 1931, followed forty-two individuals who were on parole from the institution at Vineland, New Jersey. He rated 51 percent of this limited number as successful.

In 1938 Frances Sisisky, (42), made a study of boys who had been residents of the Oaks School for Borderline Defectives. Her purpose was to discover factors influencing their success or failure to adjust after release from school. She found that improved home conditions, hobbies and responsible jobs were related to favorable adjustments.

A Follow-up Study of Subnormal Problem
Children Who Had Received Clinical Treatment.

A group of subnormal children who had received treatment at the Judge Baker Foundation Clinic was studied in 1929 by Myra E. Shimberg and Wally Reichenberg, (36). They proposed to investigate and evaluate the social adjustments of the individuals who had been examined at the clinic over a period of five and a half years. The authors wished to determine to what extent certain factors contributed to the success or failure of these children. They found that there is a positive relation between good personality traits and success; when children with good personality traits were well supervised the percentage of success was raised to 88 percent. They concluded that there is need for individual treatment in each case, that the factor of supervision is important and that "defectives can be so treated as to be a positive asset in the community".

Follow-up Studies of Special Class Pupils.

Wooley and Hart, (27), made a study in 1921 of all persons who had left the special classes in Cincinnati. The group was composed of 203 individuals whose I. Q.'s ranged from 40 to 90. The study was concerned with their vocational and social adjustments and found that the majority of the group went into factories while a large number entered

messenger service. One-third of the group had delinquency records. Much of their leisure time was spent at shows. These investigators recommended getting the subnormal individual into special class as early as possible and stressed the need of keeping accurate records of such pupils.

In an address to the American Association for the Study of the Feeble-minded, Harold P. Thomas, (26), reported on a study of 88 boys and 44 girls who had left the auxiliary (special) classes of Springfield, Massachusetts, between 1923 and 1928. He concluded that there was need for a job placement teacher and closer relationship between the employer and the schools as his findings showed that there were long terms of idleness and that a large number of the jobs were of short duration.

A survey made in 1914 of pupils in Locust Point, a section of Baltimore, reported that 166 subnormal children indicated the need of special training. Predictions were made that they would have grave difficulty in community life. In 1930 Dr. Ruth E. Fairbanks, (30), of Johns Hopkins investigated the social and economic adjustments of these people. Of the 166 previously studied, 122 were located and a control group of 145 normal people who had also been in the 1914 survey was studied. Findings showed that the subnormal were employed in factories, shipyards and railway

yards and that most of them were able to find work even during a depression. Almost the same proportion of the subnormal as of the normal group were self-supporting but more of the normal migrated and sought better jobs. As to their social adjustments, the subnormal group required more financial aid and more supervision. Better living conditions existed among the control group. Early delinquencies seemed to disappear and the most frequent charges against the subnormal people were for minor offenses. The author points out that these children of "poor endowment and unfavorable outlook" had developed into men and women who showed "a somewhat remarkable degree of stability".

Louisa C. Thomas, (38), reported in 1931 on 137 Boston boys who had been out of school from 5 to 10 years. This was only 3.1 percent of the total number of graduates from Boston Special Classes during that time and, as each of them had been allowed to leave school to go to work, it was a highly selected group. Their social adjustments were not studied. The findings showed that most of the boys went into unskilled or semi-skilled work which required little or no previous training. The author pointed out that no conclusions should be drawn on a group so small and so unrepresentative.

A comprehensive study reported by Alice Channing, (18) in 1932 was a survey conducted by the Children's Bureau of

the Department of Labor to obtain information on the industrial adjustments of mentally deficient boys and girls and to compare the adjustments of those trained in special classes with those trained in institutions. The group was composed of 949 boys and girls from cities in different parts of the country - Rochester with 210 pupils; Newark with 181; Detroit, 391; Cincinnati, 81; Oakland, California, 38; San Francisco, 29; Los Angeles, 19. Data were tabulated as to first and latest employment, age at beginning to work, reasons for terminating jobs and wages received. A comparison was made with similar data on young people who had attended two Illinois institutions for the feeble-minded. Findings disclosed that 50 percent hunted up their own jobs and had little difficulty in securing work. There was little or no relationship between academic work and employment but there was a definite relationship between handwork and employment. The group from institutions had less favorable working experiences. Little or no relation between I.Q. level and amount of employment was found but those with lower I.Q.'s received lower wages and fewer increases in pay. Only five percent of the jobs at which they were employed required education beyond grade four level. As limitations of the study the author points out that vague answers to the reasons for unemployment made that part of the study mere inference; no material for records of

personality traits was available and this is an important factor which needs further study. A system of placement and supervision is recommended "so that any special ability which they might have could be utilized".

In 1933 the Massachusetts Legislature authorized a survey for the purpose of determining the need for social supervision of children under 21 who had attended special classes in the state. Four experts in the field of education and psychiatric social service were selected to obtain the data under the direction of Dr. Stanley Raymond of Wrentham State School and Arthur B. Lord, (34), the author, who was Supervisor of Special Education in Massachusetts at the time. 449 boys and girls in different sections of the state were investigated. A group of 219 pupils in special classes and one of 230 mentally retarded youth who had left special classes and whose ages were from 16 to 21 years composed the total. A survey blank for each person was signed by the investigator who made the interview; it contained 25 questions as to school history, social adjustment, family history, employment and use of leisure time. Employers, teachers, pastors and others with whom the subjects came in contact were questioned. A valuable contribution of the study is a list of jobs at which mentally retarded youth may meet success. Among the conclusions of this study we find the following; (a) a surprisingly large number of special class

pupils are successful socially and vocationally, (b) training is more important for their success than academic learning, (c) "delinquency is not necessarily a characteristic of the group", and (d) visiting teachers should be employed and should make provision for the out-of-school group.

A study was made in 1935 by Dr. Florence S. Dunlop, (6), Supervisor of Special Classes in Ottawa, who proposed to discover the vocational, economic and social adjustments made by 'non-academic' boys who leave the special classes in that city. The investigator made a visit to the homes of each of the 257 boys studied. The data represent more than 97 percent of the total number of graduates from these classes in the period from 1927 to 1933. This is a very careful study which concludes that, in Ottawa, Canada, the special class boys filled a real place in the community and were fairly successful in supporting themselves. They were not a migratory group and the majority of them came from homes rated as average, inferior or very inferior. The most common charges against them were truancy and theft. Little of their leisure time was spent in attending clubs, in dancing or in reading. The author advocates an after-care committee to supervise the social adjustment of these boys and to cooperate with a vocational counsellor.

One hundred boys who had attended special classes in Newton, Massachusetts, were studied by Roberta M. Kellogg,

(41), and reported upon in 1941. She proposed to ascertain what adjustments the boys had made socially, economically and personally and to use the study as a basis "to determine what further educational and vocational training might be set up which will better meet the needs of these individuals". The writer personally interviewed each of the boys. She found that 82 percent had worked at some time, 5 percent not at all. By far the greatest number had left school when legally allowed to do so but forty-two had had further training than special class. In most of the homes the standards of living were low and most of the jobs held were unskilled. Thirty-five percent of the group had court records. The study showed the need of more adequate and better organization for records of these pupils and the author devised a form for records which will help meet this need. The study recommends a bureau of placement and guidance.

Summary of These Studies.

In all but one case these studies deal with mentally retarded children who had been in institutions or in special classes. The exception is the study dealing with subnormal problem children treated at a guidance clinic and is of interest because subnormal problem children are met not infrequently in our special classes. The studies include a survey national in scope, one which was state-wide and

others in cities or in small communities but they are all concerned with the success or failure of the mentally retarded when they face life in the adult world.

Documentary frequency and the interview technique were used in each of the studies. Though time-consuming, the interview was necessary to validate the data as questionnaires or check lists could not have been reasonably used with subnormal individuals.

The study by Channing, (18), and that by Wooley and Hart, (27), point out that there appears to be a relationship between steady employment and an ability in hand-work but it must be remembered that these ratings were purely subjective and that other factors may have entered into the teacher's marks on the one hand and into the satisfactory vocational adjustment on the other hand.

The need for some sort of after-care is mentioned in most of these investigations; some suggest close supervision for a time just after release from school, a visiting teacher to do the work, while others recommend a placement bureau.

Each of the studies gives evidence of agreement on the following points:

- a. Most of the people studied had made satisfactory adjustments.
- b. Nearly all of them had sought their own jobs.

- c. No special training is required for the work at which they succeed.
- d. They eventually find work in unskilled or semi-skilled work.
- e. There is need of more adequate records of these people.

Such evidence that special education is achieving good results is indeed gratifying but we must not become complacent about this fact until each community has discovered that its own mentally retarded are really meeting success to the limit of their ability.

CHAPTER THREE

THE PROCEDURE OF THE SURVEY

From January, 1932 through June, 1942 one thousand thirty-five boys had left Ledge Street School. To obtain information of this group was not expedient and a random sampling was necessary. Names of former pupils were on file in the clerk's office at the school and from this list the name of every fifth boy was selected. The group chosen numbers 210 and includes in proportion boys from all sections of the city, from the various nationalities, those leaving during each year of the study, those achieving different levels of academic success, those at different I.Q. levels and those successful in shop work as well as those who had little ability there; it is, therefore, quite a representative sampling.

Having selected the group to be studied, the next step was to decide what information must be obtained. A record blank was prepared for each pupil with the following questions:

1. Name.
2. Date of Birth.
3. Nationality.
4. I.Q.

5. Number of years spent in special class.
6. Academic level reached.
7. Age at leaving school.
8. School attended after Ledge Street.
9. First job after leaving school.
10. Number of jobs held.
11. Job held for longest time.
12. Job held at time of the investigation.
13. Earnings each week.
14. Method of obtaining first job.
15. Periods of idleness.
16. Marriage Status.
17. Serving his Country?

The first eight questions could be answered from information on file in the school office. To obtain the remaining data the best procedure was the interview. The writer had taught at Ledge Street School during the full period of the study and many of the boys had been her pupils; most of the others she had known through contacts in the lunchroom, assembly hall or special group work. She had visited in many of the homes and a majority of the boys had returned for frequent visits to the school. She decided to visit the home of each of these boys and obtain the information as directly as possible.

In the fall of 1943 the investigation was begun. At that time all of the boys had been out of school at least one year and some had been out eleven years. Each home was visited and the questions answered either by the boy himself or by some near relative or by the foster parent in the three cases of boys who had been state wards. Odd working hours for those employed in defense plants necessitated return trips to many of the homes. Gas rationing and limited bus service resulted in long walks in outlying districts so that the procedure was prolonged but it was the only one which would have been reliable under the circumstances.

In many cases if a boy in service came home on furlough after the writer had visited his home, he came to the school and answered the questions thus checking on the answers given by his relatives; in several cases the boys visited the investigator in her home anxious to see that the information was correct and to give evidence of their success. It was not easy for the boys who had been out of school any length of time to recall all the jobs they had held, what their wages had been or much about their periods of idleness but in every case they appeared to make an effort to be accurate about the information which they offered. No check was made as to the earnings in the earlier part of the period but those who were working in 1943 were checked.

There was little apparent unwillingness to answer the questions. In each case where the boy was married and being visited in his own home, he appeared to be happy, well adjusted and secure in his own ability to provide for himself and his family, though he showed natural concern at the possibility of having to leave them to serve in the armed forces. In many instances the boy and his parents showed unmistakable pride in the fact that now he could give a good account of himself, could measure up with others in that he, with them, was serving his country. Many times the visitor was shown samples of what he had learned to do at Ledge Street, articles of furniture he had made, electrical appliances he had repaired, oil burners that he had cleaned, painting he had done or rooms he had papered.

Pictures of those serving in far-away places held prominence in some of the homes; bonds were being bought in their names and in some cases the business concerns for which they had worked had set this example. On two occasions the writer made a visit just after a telegram from the government had arrived and was requested to read of the boy for whom she was inquiring, the news that he was reported as missing in action.

Love and pride were not expressed in every home, however. Sometimes it was relief because, after long idleness, the boy had at last found a job of some permanence; sometimes

it was indifference, sometimes complete ignorance. On one occasion it seemed to be close to stark, utter hatred that prompted these words from a lazy, unkempt mother, "What do you want with that good-for-nothing? I kicked him out eight years ago and will kick him out again if he comes back when he gets out of jail." It appears that the school has not been the only resource that has failed some of these boys.

The homes themselves seemed more comfortable than on previous visits by the writer and new linoleum on the kitchen floors, new porcelain-topped tables, enamel stoves and colorful curtains at the windows seemed to denote more plentiful supply of money with which to make these improvements. It appeared that if the homes were rated some light might be shed in interpreting the findings as to delinquency and unemployment. The method followed was the one used by Terman in his "Genetic Studies of Genius", Vol. I, page 75. During each visit the surroundings were rated 1 to 5 on a scale as follows: Very Superior, Superior, Average, Inferior and Very Inferior. On this basis we rated .49 percent of the homes as Very Superior, 1.95 percent as Superior, 30.5 percent as Average, 44.76 percent as Inferior and 22.3 percent as Very Inferior.

The investigator met with the most cordial help in each place where the search for data led her. The Clerk

of Courts, officers of the District Court, the Probation Officers for Juvenile Delinquents and the County Probation Officer all rendered valuable assistance in obtaining the data as to the delinquencies and criminal court records of the boys in the study. The information on those who had attended the Junior High Schools was obtained with the fullest measure of cooperation on the part of principals, teachers and clerks at these buildings, all with the gracious permission of the Superintendent of Schools. The Director of Child Study made her records available to the writer and this proved of great help. At the Boys' Trade School the desired information was given most willingly and with every courtesy. Data regarding those rejected for military service were obtained at the Selective Service Boards in a manner which betrayed no confidential matters as the reference was to percentages, not to names. With such excellent cooperation from these varied sources it was possible to gather the data pertinent to the study.

CHAPTER FOUR

TREATMENT OF THE DATA OF THIS STUDY

SOCIAL FINDINGS

At the time of this investigation, as shown in Table I, 113 of the 210 boys of this study were in armed service; one of these had been rejected by the United States Army and Navy and had been serving for five months with the English Navy. Of the remaining 97 boys, 76 were working in Worcester, 8 were in institutions, 7 were still at school, 1 was an invalid at home, 1, at home, had just received a medical discharge from service with the U.S. Marines, and 4 were dead.

TABLE I

Whereabouts of the 210 Boys at the Time of
the Investigation

In Armed Service	113
Working in Worcester	76
Still at School	7
In Institutions	
Reform	5
Feeble-minded	2
Epileptic	1
At Home	2
Dead	4
Total	210

Of the 8 boys in institutions, 1 was definitely feeble-minded (I.Q. 50); another of low I.Q. (59) had

committed serious sex offenses and a third was epileptic; in the reformatories were 4 who had been sentenced for repeated larceny and 1 was in State Prison for life charged with murder. Of the 4 who were dead, 1 had died after an operation for appendicitis, 1 was drowned, 1 had died of heart trouble and the fourth was killed in action just previous to the visit to his home.

The frequency distribution of the I.Q.'s of the boys is presented in Table II. The range was from 52 to 86. The great central group fell between 65 and 79 in I.Q., with a mean I.Q. of 69.31. Above 85 I.Q. there were 5 (2.38 percent) and below 55 I.Q. were 6 (2.85 percent).

TABLE II

Frequency Distribution of the I.Q.'s of
the 210 Boys Studied

I.Q.'S	NO.
85-89	5
80-84	14
75-79	34
70-74	53
65-69	46
60-64	36
55-59	16
50-54	6
Total	210
Mean I.Q.	69.31
S.D.	7.75

Of the 5 whose I.Q.'s were above 85, 1 had graduated from the regular classes in the Junior High School and had entered High School, 1 had been committed to the reformatory for repeated larceny and 3 were serving in the Army. Of those at the other end of the scale, 1 was in an institution for the feeble-minded, 1 was working with his father as a brick-layer, 1 was a farm hand, 1 was an elevator boy, and the fifth was in the Army, having served more than a year and a half with an overseas unit. The sixth boy in this group had been excluded upon recommendation of the Traveling Clinic because of low I.Q. (52) and personality difficulties; he was found to be selling papers each day, earning about four dollars a week and depending upon his father for support.

In Massachusetts the law makes 16 years the compulsory school age limit and the vast majority (83.25 percent) of these boys left school at that age. This is in agreement with the study by Kellogg, (41), who found that "by far the greater majority left school at 16 when legally allowed to do so". Some of the Worcester boys, however, did remain in school longer than required to do so and a few were not in school at 16.

Seven were still in school when interviewed and 203 had left. These data are given in Table III.

TABLE III *

Frequency Distribution of the 203 Boys Who Had
Left School According to Age on Leaving School
and Number of Years Out of School

No.yrs. out of school	Leaving under 16	Leaving at 16	Leaving Over 16	Total
11 (1932)	0	8	1	9
10 (1933)	0	13	1	14
9 (1934)	1	9	1	11
8 (1935)	0	9	2	11
7 (1936)	0	10	2	12
6 (1937)	0	14	3	17
5 (1938)	0	12	4	16
4 (1939)	0	23	2	25
3 (1940)	0	22	5	27
2 (1941)	1	23	5	29
1 (1942)	<u>1</u>	<u>27</u>	<u>4</u>	<u>32</u>
Total	3	170	30	203

Percent leaving at 16 years of age - 83.25

* Figures in parenthesis represent the years in
which these boys left school.

Of the 3 who did not remain in school until 16 years old, 1 died while still attending school, 1 was excluded as non-educable and the third was sent to a reformatory as a delinquent. The increase in the total number leaving Ledge Street School in 1933 and again in 1939 is due to the opening of new classes. The 30 (14.29 percent) who remained in school after reaching 16 are discussed under Educational Findings.

Data as to the chronological ages of the boys at the

time of the investigation are presented in Table IV. The age range was from 16 years and 8 months to 27 years and 10 months, with a mean age of 21 years and 1 month.

TABLE IV

Frequency Distribution of the Ages of the
207 Boys Who Were Living at the Time of
this Investigation

Ages October 1943				No.
Yrs.	Mos.	Yrs.	Mos.	
26 - 11	to	27 - 10		8
25 - 11		26 - 10		14
24 - 11		25 - 10		9
23 - 11		24 - 10		14
22 - 11		23 - 10		17
21 - 11		22 - 10		19
20 - 11		21 - 10		14
19 - 11		20 - 10		24
18 - 11		19 - 10		29
17 - 11		18 - 10		21
16 - 11		17 - 10		28
15 - 11		16 - 10		10
Total				207
Mean Age-21 years-1 month				
S.D. 3.16				

Four of the 10 who had not reached their seventeenth birthday at the time when they were interviewed became seventeen before the close of the year 1943; 1 was in an institution for epileptics and the other 5 boys were still at school.

The findings as to the status of the boys who were eligible for service in the armed forces are of interest and are shown in Table V. Of the entire group studied, 4 had died, 8 were in institutions and 10 were under age; 188 were eligible.

TABLE V *

Military Status of 207 Individuals in the Study

Status	No.	Percent
In active service	113	54.59
Deferred and working at defense jobs	17	8.21
Awaiting draft	16	7.73
Rejected by the Navy	3	1.45
Honorably discharged	3	1.45
Died in action	1	.48
Rejected by Selective Service Boards	36	17.39
Ineligible	<u>18</u>	<u>8.70</u>
Total	207	100.00

*(3 boys had died before U.S. entered World War II)

Waiting to be drafted at the time when they were interviewed were 16 boys, some of whom were later accepted for service. In active service were 113: 3 young men had received medical discharges after participating in major battles and 1 had been killed in action. The Navy had rejected 3 as incapable of completing their basic training and the Selective Service Boards had rejected 36. Thus, 117 or

56.52 percent of the 207 boys who were alive when the study began, served in the armed forces and 39 or 18.84 percent were rejected.

Data concerning those who were rejected are presented in Table VI. Classified as mentally or educationally inadequate were 20 or 9.66 percent; 11 or 5.31 percent were rated as physically unfit; 8 or 3.86 percent were rejected for administrative reasons, some of them having court offenses against them.

TABLE VI

Status of 39 Individuals Rejected for Service

Cause of Rejection	No. Rejected		Total Percent	
	By Navy	By Board		
Mentally or educationally inadequate	3	17	20	9.66
Physically inadequate	0	11	11	5.31
Administrative reasons	<u>0</u>	<u>8</u>	<u>8</u>	<u>3.87</u>
Total	3	36	39	18.84

Of the 11 who were physically inadequate, 4 had organic heart trouble, 2 were deaf, 2 were lame, 1 had spinal curvature, 1 had lost an eye in early childhood, and 1 had ulcers of the stomach.

According to information issued by the Current Information Officer of the Selective Service Bureau at

National Headquarters, Addendum, (44), mental and educational deficiency comprise 13.9 percent of the total number in Class IV F as of February, 1944. The findings in the present study show that 9.66 percent were rejected under this classification of mental and educational deficiency. It is possible that some of those rejected for physical deficiency might have been rejected as mentally unfit if the physical defect were not more obvious.

The range of the I.Q.'s of those in service was from 54 to 86, with a mean I.Q. of 69.87, which is slightly higher than the mean I.Q. for the total group. By far the greater number clustered between 65 and 74 I.Q. Table VII gives the frequency distribution.

TABLE VII

Frequency Distribution of the I.Q.'s of Those
in Service

I.Q.'s	No.
85 - 89	2
80 - 84	9
75 - 79	21
70 - 74	29
65 - 69	29
60 - 64	16
55 - 59	10
50 - 55	1
Total	117
Mean I.Q.	69.87
S.D.	7.35

Some of the young men in the study had married: they were 33 in number and represented 15.71 percent of the entire group. One of them had been divorced. Among them they had 36 children. Table VIII gives these facts.

TABLE VIII

Marital Status of the Boys in the Study

Status	No.	Percent
Unmarried	176	83.81
Married	33	15.71
Divorced	<u>1</u>	<u>.48</u>
Total	210	100.00

The length of time they had been married ranged from 5 years and 3 months to 2 months at the time of the home visit. Of this group 9 had no children, 14 had 1 child each, 8 had 2 children and 2 had 3 children, totally 36 offspring, as shown in Table IX.

TABLE IX

Offspring of the Married Group

No. of Children	No. of Men Studied	Total Children
0	9	0
1	14	14
2	8	16
3	2	6
4 or more	<u>0</u>	<u>0</u>
Total	33	36

The parents of many of the boys in this study were born in European countries; some were born in Canada; about one-third were born in the United States. Table X presents these data.

TABLE X

Nationality Descent of the Boys in the Study

Nationality	Number	Percent
American	72	34.29
Albanian	5	2.38
Armenian	3	1.43
English	7	3.33
French (Canadian)	30	14.29
Greek	1	.48
Irish	7	3.33
Italian	55	26.19
Lithuanian	6	2.86
Norwegian	2	.95
Polish	10	4.76
Roumanian	4	1.905
Russian	2	.95
Swedish	2	.95
Syrian	4	1.905
Total	210	100.00

EDUCATIONAL FINDINGS

While 167 boys, or 79.52 percent of the entire group, had no further formal education than that obtained at Ledge Street School, 43 or 20.48 percent went on to the special classes in the Junior High Schools. The 167 who remained at Ledge Street School completed work at the grade levels

shown in Table XI, with a median grade of IV-1.

TABLE XI

Grade Level of Achievement of the 167 Boys Who
Completed Their Formal Education at Ledge Street
School

Grade Level	No. of Boys
I-2	2
II-1	5
II-2	11
III-1	27
III-2	19
IV-1	36
IV-2	33
V-1	28
V-2	6
Total	167
Median Grade - IV-1	

The range of achievement was from the second half of Grade I through the second half of Grade V. The large central group (68.86 percent) finished at levels between III-1 and IV-2. Of the group, 34 boys or 20.36 percent succeeded at Grade V level and 18 or 10.78 percent failed to reach Grade III level.

Of the 43 boys who went to the special classes at Junior High School, 12, or 5.71 percent, achieved success beyond special class; 4 were promoted to the regular classes at Junior High School and 3 of these later entered Commercial High School; 8 boys were admitted to the Boys' Trade

School and made good adjustment there. These 12 with 18 others who spent more than 1 year in special class at Junior High School comprised the group of 30 to whom reference is made in Table III as remaining in school after reaching sixteen years of age.

TABLE XII

Educational Status of the 43 Boys Who Attended Special Class at Junior High School Level

Level of Achievement	No. of Boys
Grade VI Special Class	28
Completed Grade VII in Regular Classes	1
Entered High School	3
Entered Trade School	8
Still at Junior High School	3
Total	43

At the Boys' Trade School standards are very high. Because of heavy enrollment and many applications for admission a requirement of eighth grade achievement has been in effect. Boys who have made good records at the special classes in Junior High School are occasionally admitted for an "all shop special" program if their scores on the MacQuarrie Mechanical Ability Test are satisfactory. Under close supervision and careful guidance these boys meet the

requirements of the shop program and are given a certificate at the completion of their course. Of the total group, 8 boys or 3.81 percent entered Boys Trade School. Table XIII shows the trades they studied.

TABLE XIII

Trades Studied at the Boys' Trade School by
the 8 Boys from Special Class

Trade	No. of Boys
Auto Mechanic	1
Brick Mason	1
Cabinet Making	2
Carpentry	2
Painting, Decorating	1
Pattern Making	<u>1</u>
Total	8

The boy who studied painting and decorating has proved particularly efficient at his work and has been employed steadily by one of the best interior decorating firms in the city, receiving excellent wages from them. One boy had completed his course as auto mechanic and was working as an airplane tester when he enlisted. Of these young men, six were in service and the other two still at the Trade School when investigated.

Data concerning the length of time spent in special class are presented in Table XIV. Three boys (1.43 percent



of the total group) had spent more than seven years in special classes and 11 (5.24 percent) had spent between one and two years there; none of the group had been in special class less than one year. The greater number had spent more than four years in special class.

TABLE XIV

Number of Years Spent in Special Class
by the 210 Boys in the Study

No. Years	No. Boys
1-2	11
2-3	19
3-4	53
4-5	78
5-6	32
6-7	14
7-8	3
Total	210
Mean Time Spent in Special Class -	
4 years 9 months	

Table XV presents data concerning the frequency distribution of the I.Q.'s of the 43 boys who had attended special classes at the Junior High School. The range was from 64 to 86, with a mean I.Q. of 74.09. The great central group, comprising 69.76 percent, was between 70 and 79.

TABLE XV

Frequency Distribution of the I.Q.'s of the
43 Boys Who Attended Special Classes at
Junior High School

I.Q.	No.	Percent
85- 89	1	2.33
80- 84	4	9.30
75- 79	16	37.20
70- 74	14	32.56
65- 69	7	16.28
60- 64	1	2.33
Total	43	100.00
	Mean I.Q.	74.09
	S.D.	4.65

As shown in Table XV the mean I.Q. for this group is higher than the mean I.Q. of the total group. Among these individuals were 3 of the delinquents whose I.Q.'s were 65, 69 and 70; none of them had more than one charge against him.

To rate the homes of these more successful boys seemed pertinent. The 1 boy who came from a very superior home was included in this group; 5 of them came from superior homes and the greatest number were from average homes; 14 of the homes were inferior and 6 were very inferior. These data are given in Table XVI.

TABLE XVI

Economic Status of the Homes of the 43 Boys
Who Attended Special Classes at Junior High
Schools

Type of home	No.	Percent
1	1	2.33
2	5	11.63
3	17	39.53
4	14	32.56
5	6	13.95
Total	43	100.00

Though the number is too small to be significant, it is of interest to note that the 3 delinquents of this group came from homes rated as very inferior.

DELINQUENCY

Mental deficiency is frequently associated with criminal tendencies in the minds of many people. To obtain data concerning the delinquencies of the boys in this study, the names of all the boys in the group were checked against those on file in the probation office at Central District Court, with the County Probation Officer's records and at the Office of the Clerk of Courts of Worcester County. In this way juvenile offenses as well as police court offenses were checked. The data are tabulated separately. The findings show that 51 of these young men (24.29 percent) had



at some time been in trouble sufficient to bring them into court. This is a slightly lower percent than that of the Newton group,(41), which reports more than 33 1/3 percent as delinquent, or of the Ottawa group,(6), with 27.2 percent delinquent.

Thirty-eight boys or 18.09 percent had juvenile court records. The charges against them total 110, as shown in Table XVII.

TABLE XVII

Charges Recorded at Juvenile Court Against
38 Boys

Offense	No.charges
Breaking,entering and larceny	21
Disturbing the peace	4
Larceny	44
Malicious Mischief	5
Sex offenses	2
Use without Authority	12
Trespass	6
Truancy	6
Violation of city ordnance	3
Violation of Probation	7
Total	110

Larceny was the charge occuring most frequently; it constituted 41.9 percent of the charges. Breaking, entering and larceny accounted for 20 percent of the offenses and use without authority for 11.4 percent.

It is of interest to note the number of charges recorded against each of these individuals at the juvenile court. Table XVIII gives these data.

TABLE XVIII

Number of Charges Recorded at the Juvenile Court Against Each of the 38 Offenders

No. Boys	No. Charges Each	Total No.Charges
17	1	17
5	2	10
4	3	12
4	4	16
2	5	10
1	6	6
2	7	4
2	8	16
1	9	9
38	Total	110

Of the 38 boys with delinquency records, 17 or 44.74 percent had only one charge against them. Five of the boys or 13.16 percent had two charges. One boy had nine charges against him. At the time of the investigation he was in a reformatory. Eleven of these offenders had been sentenced to an institution; one for truancy, 2 for breaking, entering and larceny and 8 for larceny.

Appearing in the police court records were five of the juvenile delinquents with 13 who had no previous court record; thus, 18 members or 8.57 percent of the total group were listed as police court cases. Charges against this group

are given in Table XIX. They included nine offenses.

TABLE XIX

Charges Recorded at the Police Court Against
18 Offenders

Offense	No.Charges
Assault to rob	6
Breaking,entering and larceny	24
Carrying dangerous weapons	3
Drunkenness	1
Larceny	26
Murder - second degree	1
Robbery	5
Sex offenses	1
Violation of automobile law	16
Total	83

As in the juvenile delinquency cases, larceny was the charge occurring the greatest number of times; it accounted for 31.33 percent of the offenses. Breaking, entering and larceny accounted for 28.92 percent and violation of auto law for 19.28 percent.

Police court charges against these individuals ranged from 1 each to 16; 5, or 27.78 percent, of the group had 1 charge each; 3, or 16.67 percent, had 2 charges each. The offender with 16 charges against him had not appeared in juvenile court, nor had those with 10, 9 or 8 charges each; in each of these cases the charges were for larceny. Table XX shows the number of charges recorded against them.

TABLE XX

Number of Charges Recorded at the Police Court Against Each of the 18 Offenders

No. Individuals	No.Charges Each	Total No. Charges
5	1	5
3	2	6
1	3	3
1	4	4
2	5	10
2	6	12
0	7	0
1	8	8
1	9	9
1	10	10
0	11	0
0	12	0
0	13	0
0	14	0
0	15	0
<u>1</u>	16	<u>16</u>
Total 18		Total 83

In Juvenile Court 14 boys had been sentenced to reformatory; 5 of these later were sentenced in police court and in four of the five cases the charge in each court was for the same offense. The disposal which the court made of the cases against the delinquents in the study is of interest and is shown in Table XXI. Slightly more than one-tenth of the total group had spent time in an institution for reform and 2.38 percent had been recommitted. Of the 20 cases placed on probation, 12 had been dismissed at the time of the investigation.

TABLE XXI

Disposal of 38 Cases in Juvenile Court
and 18 Cases in Police Court

Disposal	Juvenile Court	Police Court	Total	Percent
Filed	5	3	8	14.29
Fined	0	1	1	1.79
On probation	17	3	20	35.71
Sentenced	<u>16</u>	<u>11</u>	<u>27</u>	<u>48.21</u>
Total	38	* 18	* 56	100.00

* 5 of these cases had appeared in Juvenile Court

Data pertinent to the delinquency records of the total group are presented in Table XXII. Slightly more than three-fourths were never charged with any offense and slightly less than one-fourth had been called upon to answer in court for their offenses.

TABLE XXII

Delinquents and Non-Delinquents of Total Group

Status	No.	Percent
Probationed	20	9.52
Served sentence	22	10.47
Serving sentence	5	2.38
Other disposal	4	1.92
Total Delinquents	<u>51</u>	<u>24.29</u>
Non-delinquent	<u>159</u>	<u>75.71</u>
Total Group	210	100.00

The next point this study considered was: What was the relationship between the delinquency and the level of intelligence of the offenders? Table XXIII gives the frequency distribution of the I.Q.'s of those having only one charge and those having more than one.

TABLE XXIII

Frequency Distribution of the I.Q.'s of Those Having Only 1 Charge and Those Having More

I.Q.'s	No. having only 1 charge	No. having more than 1 charge	Total
85 - 89	0	1	1
80 - 84	3	1	4
75 - 79	1	6	7
70 - 74	7	7	14
65 - 69	5	6	11
60 - 64	4	4	8
55 - 59	2	3	5
50 - 54	0	1	1
Total	22	29	51
Mean I.Q.	69.27	69.24	
S.D.	7.15	8.04	

In a comparison of the difference of the means of the I.Q.'s of those with one charge against them and those with more than one charge, no statistical difference is revealed.

To ascertain the socio-economic conditions of the homes from which these delinquents had come was the next step. Average homes were rated 3, inferior homes were rated 4 and very inferior homes rated 5; none of these individuals

came from homes rated better than average. About one-half of this group came from inferior homes, three-eighths from homes rated as very inferior and one-eighth from average homes. These data are given in Table XXIV.

TABLE XXIV

Economic Status of the Homes of Those Having
1 Charge and of Those Having More than 1 Charge

Type of home	No. having only 1 charge	No. having more than 1 charge	Total	Per- cent
3	3	3	6	11.76
4	11	15	26	50.98
5	<u>8</u>	<u>11</u>	<u>19</u>	<u>37.26</u>
Total	22	29	51	100.00

The number in this study is too small to offer any conclusive evidence but it does seem of interest to note that more than seven-eighths of these delinquents came from inferior or very inferior homes.

Vocational Findings

Table XXV presents the data as to the employment or non-employment of the entire group. Sixteen boys, or 7.62 percent, had never been employed, while 194 boys, or 92.38 percent had been employed at some time since leaving school.

TABLE XXV

General Classification of Those Who Had
Worked and Those Who Had Never Worked

Those never employed:	No.	Total
In Institutions	6	
Still at school	7	
At home unable to work	1	
Dead	<u>2</u>	
	Total	16 16
Those employed at some time:		
Working when interviewed		
In defense plants	17	
Otherwise employed full time	58	
Employed part time	1	
At home	1	
In reformatory	2	
Dead	2	
In armed service	<u>113</u>	
	Total	194 <u>194</u>
Total		210

Of the 16 who had never been employed, 1 had died before he was old enough to leave school and another had been ill from the time he left school until he died; 4 were in institutions, 2 being too low in mental ability to be employed, 1, an epileptic and 1 committed to a reform school while still of school age; the boy who was an invalid at home and the 7 who were still at school were unemployed for these reasons. Thus, there remained but 2 who had been employable and had never worked; one of these had been out of school

six years when sent to a penal institution for life and the other had been out four years when sentenced for the second time.

With very few exceptions these young men found work at unskilled or semi-skilled labor. Table XXVI gives a summary of their occupations, not including their work in the armed forces.

TABLE XXVI

Summary of Boys' Occupations

Occupation	No.	Occupation	No.
Clerks	14	Laborers	18
Delivery Service	108	Machine Operators	64
Drivers	68	Miscellaneous	30
Farm Work	12	Odd Jobs	22
Garage Work	18	Own Business	5
Government Projects	43	Painters	6
Helpers	143	Repair Service	25
Hospital Workers	4	Restaurant Workers	12
Hotel Workers	15	Tradesmen	11
Total			618

The 194 boys who had been employed had held, in all, 618 jobs, making an average of 3.13 jobs each. Table XXVII shows that the largest number, 23 percent, of the jobs are classified as "helpers", 17.5 percent fall under "delivery service", 11 percent under "drivers", 10.3 percent under "machine operator", and about 7 percent under "government

projects". The remaining 31.2 percent includes 13 occupations.

TABLE XXVII

Detailed Analysis of the Boys' Occupations

Occupation	No.	Occupation	No.
Clerks		Helpers	
Grocery	3	Baker	4
Fruit Store	2	Barber	3
Market	3	Blacksmith	2
Men's Furnishing	1	Bricklayer	2
Shipping	<u>5</u> 14	Butcher	1
Delivery Service		Caretaker in park	2
Bread Co.	8	Carpenter	3
Fruit Co.	5	Cleaner	5
Grocery	12	Coal yard	3
Florist	7	Contractor	2
Cleaners	9	Cook	5
Ice	11	Counter man-	7
Laundry	7	restaurant	
Milk	15	Dental laboratory	1
Messenger	30	Florist	2
Oil	<u>4</u> 108	Foundry	12
Drivers		Gardener	2
Chauffeur	5	Janitor	8
Taxi	8	Office boy	7
Truck	<u>55</u> 68	Painter	5
Farm Work		Pin boy -bowl-	11
Chicken Farm	2	ing alley	
General Help	<u>10</u> 12	Roofer	2
Garage Work		Shipper	7
Repairing	10	Shoe repair	10
Washing	5	Sign painter	3
General Work	<u>3</u> 18	Stock room	5
Government Projects		Truck	<u>29</u> 143
C. C. C.	31	Hospital Workers	
N. Y. A.	9	Kitchen aid	1
W. P. A.	<u>3</u> 43	Orderly	<u>3</u> 4
		Hotel Workers	
		Bell boy	3
		Bus boy	5
		Houseman	3
		Porter	<u>4</u> 15

TABLE XXVII (continued)

Detailed Analysis of the Boys' Occupations

Occupation	No.	Occupation	No.
Laborers		Miscellaneous (con.)	
Building construction	6	Stripper - tannery	2
Roads	4	Usher	3
Yard gang at tannery	<u>8</u>	Valet	1
	18	Vocalist	<u>1</u> 30
Machine Operator		Odd Jobs	
Bottling beverages	4	Distributing ad-	
Corrugating Machine	2	vertisements	4
Doughnut machine	1	Making and selling	
Electric motor	3	wreaths	1
Extractor-laundry	3	Poultry market	3
Grinder	5	Removing ashes	2
Gauge making machine	3	Pushing racks - shoe	
Lathe	8	shop	7
Lens	1	Window cleaning	3
Electro plating	4	Wood cutting	<u>2</u> 22
Presser-cleaners	1	Own Business	
Shell	2	Painter, paperer	1
Shoe shop	14	Repairing oil burners	1
Stitcher	2	Scrap iron	1
Welder	6	Sign painting	1
Wire cutting	<u>5</u>	Taxicab Owner	<u>1</u> 5
	64	Painters	
Miscellaneous		House painting	3
Airplane tester	1	Interior decorator	1
Assembler - boxes	2	Reel painter - mill	<u>2</u> 6
Bale sewer	1	Repair Service	
Bartender	1	Electric equipment	1
Brakeman	1	Furniture	1
Caddy	2	Oil burner	3
Dancing instructor	1	Shoe shine - repair	<u>20</u> 25
Elevator boy	2	Restaurant Workers	
Houseman at Fraterni-		Counter man	2
ty House	1	Dish-washer	5
Foreman - shoe shop	1	Cook	3
Greenskeeper	1	Waiter	<u>2</u> 12
Newsboy	4		
Sheet metal worker	1		
Sign painter	2		
Sorter - laundry	1		
Steeple jack	1		

TABLE XXVII (continued)

Detailed Analysis of the Boys' Occupations

Occupation	No.	
Tradesmen		
Auto mechanic	1	
Brick mason	2	
Cabinet maker	2	
Carpenter	1	
Machinist	1	
Moulder	2	
Painter and Decorator	1	
Pattern maker	<u>1</u>	<u>11</u>
TOTAL	618	

This city offers, as is shown in Table XXVII, a wide variety of work to young men who attend special classes. By far the greater number of these jobs, however, are rarely chosen by the normal boys for more than temporary work; it is perhaps this lack of competition with the more capable that makes it possible for the mentally retarded youth to become permanently employed at these routine tasks. The personnel manager of one of the shops which employs many of these boys remarked to the investigator that after the boys from special class were trained they made more satisfactory adjustments with less turnover of job than did many of the more intelligent workers who felt the type of work was beneath them.

It is to be noted that this investigation took place

at a time when the impetus of World War II was being felt in all industries. Boys who were less than eighteen years of age were found to be employed as machine operators and receiving much higher wages than if they were helpers on trucks as would be more typical for mentally retarded boys of that age under normal conditions.

In November, 1943, 75 of the total group were employed; 17 were in defense plants and 58 in other jobs of various kinds. The summary of the occupations of the group of 58 is shown in Table XXVIII.

TABLE XXVIII

Summary of the Occupations of 58 Young Men Employed Otherwise Than in Defense Work in November, 1943.

Occupation	No.
Baker	1
Clerk	1
Drivers	10
Elevator Operator	1
Helpers	10
Laborers	5
Machine Operators	9
Restaurant Workers	4
Shoe shop workers	<u>17</u>
Total	58

Many of these boys were very recently out of school. The age range of the group was from 17 years to 26 years, 11 months, with a median age of 18 years, 4 months. Their

I.Q.'s ranged from 52 to 83, with a median I.Q. of 67. The youngest member of these workers, (I.Q. 77), was just 17 years old; he was operating a donut-making machine in a large baking company and earning \$22.50 weekly. The oldest was 26 years, 11 months of age (I.Q. 61); he was married and the father of two children; he owned 3 taxicabs and earned an average of \$100 a week at the time he was interviewed.

The boy whose I.Q. was 52 was 24 years old and had been employed as elevator operator in a factory for 5 years; he was of pleasing personality, well liked by his employers and was receiving \$30 a week when he was visited. The boy whose I.Q. was 83 was from a very inferior home. When interviewed he was just 18 years old and had worked steadily from the time he left school at 16 years of age. He was employed in a shoe factory where he had received several promotions and was earning \$28.75 weekly when visited.

One enterprising boy, (I.Q. 61), worked as counter man in a lunch cart at \$20 a week. He saved his money and bought a car which was badly in need of repair; with the help of some friends he put the car into good condition and sold it at a profit. He next bought a small truck in bad condition and repaired, refinished and sold it to good advantage. He repeated this until he had a sizable bank

account. When he was interviewed he told the investigator that he was planning to buy a share in the lunch cart where he was employed. Since that time he has carried out this purpose and has become part owner of the business at the age of 19 years.

The weekly wages of this group were carefully checked. The range was from \$15 to \$100, with a median wage of \$28.50, as shown in Table XXIX.

TABLE XXIX

Frequency Distribution of the Weekly Wages of 58
Young Men Employed Otherwise Than in Defense Work
in November, 1943

Weekly Wages	Number
Under \$20	7
\$20 - \$24	9
\$25 - \$29	21
\$30 - \$34	12
\$35 - \$39	2
\$40 - \$44	5
\$45 - \$49	1
Over \$50	<u>1</u>
Total	58
Median Wage	-- \$28.50

At the time of the investigation 17 of the individuals in the study had been deferred by the Selective Service Boards and were employed in Defense work. Of this group 11 were married. The age range was from 19 years, 10 months

to 27 years, 4 months with a median age of 24 years, 3 months. Their I.Q.'s ranged from 56 to 73 with a median I.Q. of 66. They were a well-adjusted group, self-respecting and self-supporting, and contributing to the welfare of the community. Their occupations are summarized in Table XXX.

TABLE XXX

Summary of the Occupations of 17 Young Men Employed in Defense Work in November, 1943

Occupation	Number
Electric motor operators	2
Foundry workers	2
Lathe hands	4
Machine operators	8
"Set-up man" - machine	<u>1</u>
Total	17

Among this number was a young man, 26 years of age whose I.Q. was 73. He had been a delinquent with 5 charges of larceny against him. When he first left school he had been idle for a long period and had been sentenced twice to terms in the reformatory. His only job had been that of messenger boy. When he tried to enlist he was rejected because of his police court record. He had been advised by the Manpower Commission to get work in a defense plant and had finally been able to do so. He had begun as a machinist's helper; at the time he was visited he was extremely enthusiastic

about his job as operator of a wire-cutting machine and declared that it was a real job, that he loved it but that he really wanted to clear up his record and join the Army. He was living with his recently widowed mother in a neat four-roomed flat which he had completely refurnished for her. Earning \$55 each week, he was buying bonds at the rate of \$10 weekly.

Another young man in this group was unusually successful. He was 26 years old, (I.Q. 72), was married and had 2 children when interviewed. He had been employed steadily since leaving school in spite of many difficulties in obtaining employment. He had been a messenger boy, an orderly in a hospital, a houseman in a fraternity house, a laborer for a construction company; he had operated a bottling machine in a beverage company. He had found each job for himself; just as soon as the economic depression forced him out of one job, he sought the next. He repaired radios and other electric equipment, made and sold wreaths, did many odd jobs and in most energetic fashion kept himself employed throughout the depression. For 6 years he has worked for a manufacturing concern that rated him as an essential worker, "very reliable and thoroughly competent". He has become their "set-up" man for a certain type of machine, with a weekly wage of \$72.

The 17 defense workers in the study were receiving weekly wages ranging from \$35 to \$72, with a median weekly

wage of \$48, as shown in Table XXXI.

TABLE XXXI

Frequency Distribution of the Weekly Wages
of 17 Young Men Employed in Defense Work in
November, 1943

Weekly Wage	Number
\$35 - \$39	4
\$40 - \$44	4
\$45 - \$49	2
\$50 - \$54	3
\$55 - \$59	2
\$60 - \$64	0
\$65 - \$69	1
\$70 - \$74	1
Total	17
Median Weekly Wage \$48.00	

The employment history of these individuals reveals that 16 had never been employed, that 3 had left school to enter military service and that 6 others had enlisted immediately upon leaving the Civilian Conservation Corps. One-fifth of the total group had been employed 100 percent of the time. All of the remaining members of the group had had periods of idleness; facts regarding these periods of unemployment are based on statements of the boys themselves or their near relatives and are as accurate as their memory and careful consideration permitted. These data are given in Table XXXII. More than 77 percent of the group had been

employed at least 50 percent of the possible time.

TABLE XXXII

Percentage of Time Spent at Work by the 210 Boys

Percent of Time Employed	Number of Boys	Percent of Boys
100	42	20.
90 - 99	21	10.
80 - 89	29	13.81
70 - 79	30	14.28
60 - 69	26	12.38
50 - 59	14	6.67
40 - 49	15	7.14
30 - 39	6	2.86
20 - 29	2	.95
10 - 19	9	4.29
1 - 9	0	0
0	16	7.62
Total	210	100.00

It appears that these boys were quite successful in finding employment. This is in agreement with the findings in the study by Channing, (18), who found that 75 percent of the boys in her study were employed at least 50 percent of the time. Dunlop, (6), found that 56 percent of the Ottawa group had worked more than 50 percent of the time.

CHAPTER FIVE

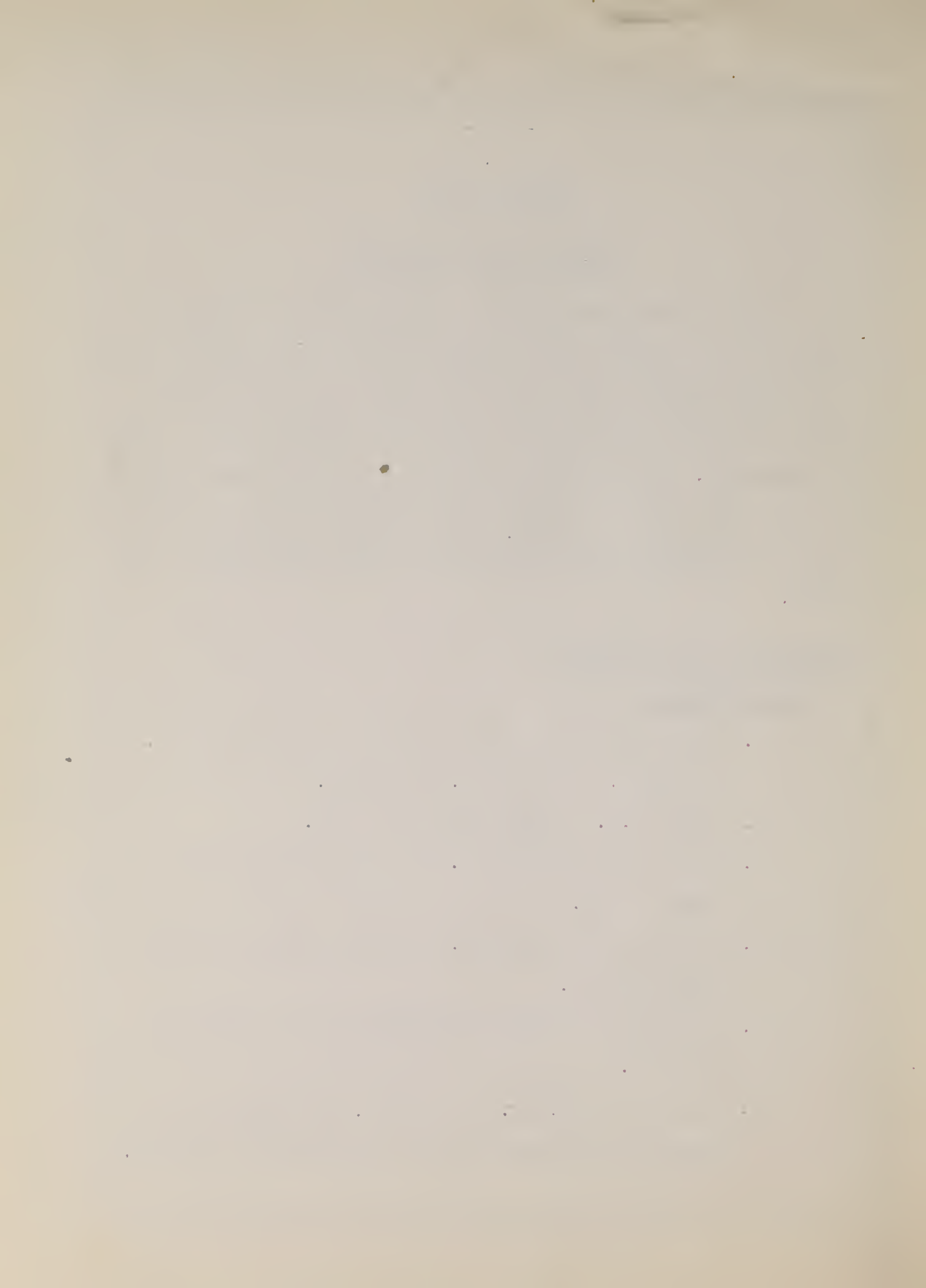
SUMMARY AND CONCLUSIONS

The investigator realizes that because of variables impossible to control, such as the effect of war on industrial conditions and the inability to rely upon all of the statements, too rigid conclusions should not be drawn from a study of this size. In the light of the data gathered and examined it would seem fair to express the following summary of statements as findings which are typical of the population in the study.

SUMMARY OF THE FINDINGS:

Social Findings

1. The age span of the 210 boys was from 16 years, 8 months, to 27 years, 10 months.
2. Their I.Q.'s ranged from 52 to 86.
3. At 16 years of age 83.25 percent of the group left school.
4. Of the total group 56.52 percent served in the armed forces.
5. Slightly less than 19 percent was rejected for service.
6. A group of 20, (9.66 percent), was rejected as mentally or educationally inadequate for service.



SUMMARY OF THE FINDINGS:(continued)

Social Findings (continued)

7. Those who had married were 33 in number, or 15.71 percent of the group.
8. The offspring of the group totalled 36.
9. A large majority of the parents of the boys in the study had been born in foreign countries; 34.29 percent had been born in the United States.
10. The greater number of homes of these boys were rated as inferior and very inferior.

Educational Findings

1. The formal education of 79.52 percent of this group ended at a median Grade IV-1 level.
2. Slightly more than 10 percent failed to achieve at Grade III level.
3. Special classes at the Junior High Schools provided normal contacts for 43 of these boys (20.48 percent).
4. A group of 12, (5.71 percent), achieved success beyond special class.
5. The I.Q.'s of the boys who attended the Special classes at Junior High School ranged from 64 to 86.
6. The Boys' Trade School granted certificates to 8 of the boys in the study.

SUMMARY OF THE FINDINGS: (continued)

Educational Findings (continued)

7. The greater number of the group, (60.48 percent), had spent more than 4 years in special classes.
8. None of the group had spent less than 1 year in special class.
9. Three of the total group entered High School.
10. The homes of the greater number of boys who were more successful academically were rated as average.

Findings Concerning Delinquency

1. Of the entire group 51 boys, (24.29 percent), had appeared in court to answer charges against them.
2. Larceny was the offense occurring most frequently.
3. At the Juvenile Court 38 boys had 110 charges against them.
4. In the Police Court 18 offenders had 83 charges.
5. Five of the Juvenile delinquents appeared later in Police Court.
6. Slightly more than 10 percent spent time in an institution for reform.
7. While 22 offenders had only 1 charge against them, 29 were recidivists.

SUMMARY OF THE FINDINGS: (continued)

Findings Concerning Delinquency (continued)

8. The majority of the delinquents came from homes rated as inferior or very inferior.

Vocational Findings

1. Of the entire group 92.38 percent had been employed.
2. Those who had never been employed were 16 in number, (7.62 percent).
3. The number of jobs held by the 194 workers totalled 618.
4. Those who had worked steadily from the time they left school were 20 percent of the group.
5. Of the total group, 77.14 percent had worked more than 50 percent of the possible time.
6. During November, 1943, 17 members of the group were employed in defense work and received a median weekly wage of \$48.
7. Others employed in November, 1943, numbered 58; they received a median weekly wage of \$28.50.

CONCLUSIONS AND EDUCATIONAL
IMPLICATIONS:

Based on the findings of this study, the following conclusions have reference only to boys who attend special classes in the area concerned in the investigation.

By far the greater number of boys left school at 16 years of age when they were legally allowed to do so. Because of this fact it is important that emphasis be placed on their achieving to capacity before they reach 16. We have no reason to believe that in all instances they have attained all the knowledge they will be able to attain; their contacts in adult life will add much to their knowledge. We should, however, equip them with all the skills and habits that will prove of help to them. Some of the less capable boys really do reach their academic level before they become 16 years of age. An arrangement for part-time apprenticeship might result in better adjustment on their part. Those who left school having attained less than Grade III level should challenge our best efforts.

More than half of this group participated actively in the armed forces. The opportunity to be of service was eagerly seized by most of these young men who felt that in this respect they could compare favorably with others. The discipline of the Army and Navy seemed to have marked effect

on them; careless posture habits, indifference about personal appearance, habits of slow response to directions disappeared in many cases. Implications for education lie in these facts.

The parents of about two-thirds of these boys were born in countries other than our own. They know little of our customs and mores; they tend to leave the education of their children entirely to the school officials. It seems that closer contacts between the home and school would be of great advantage to the boys. Cooperation between the parents and teachers of these boys is greatly to be desired.

Most of the group came from homes rated as inferior or very inferior. This condition points out a need for careful consideration. It did not always follow that the best adjusted boys came from the superior homes. It does seem, however, to be of great importance that the education of these boys be along very practical lines. The importance of healthful environment, the errors of installment plan payments, the value of saving part of one's earnings periodically, and of spending wisely should be made as meaningful as possible to these young people.

With one exception, the 33 who had married gave evidence of being well-adjusted and capable of supporting themselves and family. Their homes were orderly and well furnished, though some of them were in the poorest sections of the city. They tended to live in the same neighborhood as their

parents. It must be remembered, in considering these facts, that these homes were visited at a time when these young men were receiving unusually good wages. They were being directed to invest part of their earnings in War Bonds, in Social Security and in insurance. This supervision was much needed by them and it is probable that they will continue to require such guidance in order to remain self-supporting.

Slightly over 5 percent of these boys met success at a level beyond special class. The achievement of these boys should prove an incentive to others who follow. Eight boys of the group learned a trade at which they showed promise of being successful; some of these were 19 years of age before they completed their courses at the Trade School. Those who can meet the requirements of the Trade School should be urged strongly to do so. Parents are often desirous of the financial help which their sons may bring when they find jobs and, with this in mind, encourage the boys to leave school as soon as permitted to do so. Closer co-operation between parent and teacher may result in providing further education for some of these boys just at a time when they are in a position to benefit greatly by it.

One-fourth of these boys became delinquent and about one-seventh of them were recidivists. The most frequent charges against them were for larceny and breaking and

entering. Those who had more than one charge against them tended to repeat the same offense. No significant difference was found between the I.Q.'s of the recidivists and those having only 1 charge. Delinquency appeared among those of lowest I.Q.'s in the group as well as among the highest; it was not restricted to those who came from very inferior homes. It seems possible that those who are placed on probation for offenses committed while attending school might be helped to greater advantage if there were more co-operation between school and probation officers. Integration of all agencies in the city which work for the welfare of our young people might result in less delinquency. At present there is a slight trend toward such integration.

As in other follow-up studies of mentally retarded boys, most of these young men found employment at unskilled or semi-skilled work. They showed a tendency to work first as helpers, in service jobs or as delivery boys and then to become drivers, laborers or mill-hands. In this way they fill a real place in the community as the normal boys appear to prefer work of less routine nature.

The greater number of these boys were quite successful in finding jobs but the period of depression meant much idle time for many of them. The government projects filled the gap for some who were unable to find work. Several of the

group went immediately from the C.C.C.'s into military service and thus had never been employed in community occupations.

The shoe shops in the city employed about one-third of the group at some time. The work done in these shops should furnish material for units of study in the special classes so as to make the work done there really meaningful to boys who seek employment in these shops. Personnel managers in these shops were well disposed toward the boys in the group who had worked there.

These boys received little help in obtaining their jobs. They simply went to some place of employment where a relative or friend worked and sought work for themselves. Some guidance for them in this direction might mean less job turnover and less idle time.

Having made a definite attempt to develop the limited abilities and aptitudes of these mentally retarded boys, it would seem that wise policy should provide a means of continuing the education of these individuals to a point where they have made some degree of success in community life. Exploratory courses, as in sheet metal work, plastics, or automobile repairing might well be organized for them. More prevocational work might well be advocated. More follow-up service in their behalf is a real need. A placement bureau would help to bridge the gap between school and community

life: it might well tend to lessen the number of dependents among such a group.

To summarize these statements it may be said that these boys, including a wide range of I.Q.'s, gave evidence of the following facts:

1. They came, for the most part, from homes rated below average.
2. They found employment at unskilled or semi-skilled work.
3. They were willing and industrious workers when economic conditions allowed their employment.
4. Three-fourths of them showed no delinquent tendencies.
5. A small group among them achieved success beyond special class level.
6. They responded in creditable manner to the war emergency.
7. Those who had married were supporting their families successfully.
8. There is need of a follow-up system to help these people in the early stages of their vocational adjustment.

SUGGESTIONS FOR FURTHER STUDY

1. Make an intensive study of the mentally retarded boys who were rejected for service to determine their adjustments.
2. Make an intensive study of the personality traits of boys who have left school having attained less than Grade III status.
3. Compare as to social and vocational adjustments a group of borderline cases who have attended special classes with a group of similar ability who have remained in the regular grades.
4. Compare the adjustments of a group of special class boys who had attended special classes before they became 10 years of age with a group who were not so placed until they had become 13 years.
5. Make a careful study of the mentally retarded boys who have become drivers to determine the extent to which they contribute to the accidents reported to the Traffic Bureau.
6. Make a careful study of a group of mentally retarded boys to determine their use of leisure time.

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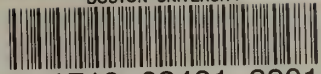
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